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ABSTRACT

The results of a survey designed to determine the global studies programs and courses of colleges and universities in nine northeastern states are provided in this paper. The report is divided into two sections that include a brief overview of the survey findings followed by short program descriptions from each of the 22 institutions which responded. Although the survey provides no way to gauge the amount of student interest in the programs offered or to know whether any given college or university has increased or decreased its offerings in this area during the last year, most of the reporting colleges are making a concerted effort to provide some sort of global education. There is, however, no single approach to teaching global studies at the college level. Most of the program descriptions contain a brief overview of the program or course offerings and the name of a faculty member to contact for further information. The descriptions are categorized according to graduate programs, undergraduate programs, combination of both, departmental programs, general education programs, single undergraduate courses, and consortia of cooperating institutions. (Author/DE)

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GLOBAL DEVELOPMENT STUDIES AT THE COLLEGIATE LEVEL: AN OVERVIEW AND REGIONAL SURVEY

SP 009 224

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Director of Education

May, 1976

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Global Development Studies; Collegiate Level

One of the questions MIND is asked most frequently as its representatives visit colleges and universities to discuss programs in global studies, is: "What is being done in this area on other campuses?" Often each individual professor is so fully occupied with the task of his own work that there has not been time for him to step back to survey the broader field. With this need in mind, the Management Institute undertook a survey of sample colleges to provide at least partial answers to this recurring question.

Because this was a relatively modest survey, and because we hoped to receive as large a percentage of useable returns as possible, we only contacted institutions in the nine north eastern states (Massachusetts, Vermont, New Hampshire, Connecticut,New York, New Jersey, Maryland, Pennsylvania, and the District of Columbia) in which MIND had active correspondents. At each institution we wrote to the member of the faculty or administration with whom we had previously been in contact, requesting him or her to send us the names of courses, programs, concentrations, or majors which he or she believed could be included under the rubric of global studies. We also asked for names of professors or program directors where possible so that they could be contacted directly if more information were needed. We held out two "carrots" which we hoped would increase the responses. The first was that an increasing number of high school graduates are eager to pursue their interest in global studies at the college level, and that if the institution offered an interesting program in this area which we could publicize it might attract an increasing number of well motivated students. The second was an offer to forward a copy of the final report and compilation of programs to any participating institution which furnished us with information, hoping the interest in what other institutions were doing would be an added incentive to respond.

Letters were sent to fifty-seven institutions--ten large state universities, ten smaller state colleges, fourteen large private universities, one small private university, two large private colleges, and twenty small (under 3000 students) private colleges. Although twenty-two responses were received (39%), the returns were spotty both as to category and as to substance. More than 50% of the small private colleges responded, for example, and almost the same percentage of the large state universities, but only three letters were received from large private universities and none from the small state colleges.

Some respondents took the time to write at length about their programs, including both a syllabus and a catalogue with their reply, while others only provided the name of a course or, even more generally, merely noted that their campus was, indeed, active in international education. In addition, programs from three large state universities in the Mid-West and one in the South which were already on file, were included in the overall survey results.

The results of this survey will be presented in two ways -- by a brief overview of the findings and by a short description of each of the programs reported. Before the results are given, however, one important caveat needs to be mentioned. With very few exceptions, the programs described below have been sent to MIND by one individual, either a member of the teaching faculty or a member of the administration. There was no attempt on the correspondent's part to include all possible international/intercultural programs on his or her campus, nor did MIND visit more than a very small fraction of the reporting institutions. Frequently what was being described was either the writer's own program or the one with which he was most familiar. MIND knows specifically, for example, of other international/intercultural involvement on a number of reporting campuses which complement the program listed in this report. It must be remembered, therefore, that the programs described below do not necessarily constitute the full commitment of a given college or university to international/intercultural education.

Overview: There are three generalizations which become apparent as the college responses are studied. The first is the amount and depth of commitment by a number of reporting institutions to helping their students see the world in a wider view. Although the survey provides no way either to gauge the amount of student interest in the programs offered nor to know whether any given college or university has increased or decreased its offerings in this area during the last year or two, most of the reporting colleges are clearly making a real effort to provide some sort of global education. From conversations with several faculty members in charge of global studies programs we have become aware of some of the high hurdles which must be overcome in order to make such programs viable. With this understanding it is perhaps surprising, not that there is less emphasis on global education than advocates would wish, but that traditions and bureaucracies have been breached successfully to permit as much global education as was reported.

A second generalization is that there is no single approach to teaching global studies at the college level. Depending on a number of factors -- administrative support, financial backing, available faculty, etc -- institutions have chosen widely differing approaches to teaching in this area. Some give a degree in global studies (under a variety of names) at the graduate level, some have combined graduate and undergraduate programs to give degrees at both levels, and others offer degrees in this major only for undergraduates. The majority of reporting institutions, however, do not offer a degree in this field. Several provide a full year or two of concentration within the general education program; others work through a departmental emphasis, and still others, perhaps the majority, offer individual courses within specific departments. A few institutions rely on membership in a consortium of colleges to provide the international emphasis for their students through the consortium's international programs, while a final group of colleges and universities has chosen the more personal route of sponsoring overseas undergraduate semesters and/or strong foreign student programs on the home campus. Many institutions, of course, offer a combination of these approaches. What emerges is a picture of flexible approaches, often springing from the enthusiasm of an individual faculty member, dean, department chairman, president, or provost, and shaped by the institutional traditions, programs and pressures.

The third generalization deals with the future: the survey shows an increasing interest in global studies programs by colleges and universities. While most of the reporting institutions have offered courses in the international/intercultural area for some time, there were a number of colleges and universities which indicated they are just beginning to concentrate on global studies programs. It is these institutions, by and large, which are planning on a more extensive scale -- full four year degree programs, required courses in global studies for all undergraduates, codifying existing scattered university courses into a single concentration, etc. If the small sample of programs touched on by this survey could be used to extrapolate trends, it would seem to us that a number of the new undergraduate programs in global studies will be designed on a larger and more inclusive scale than were many of their earlier counterparts.

The second section of this report summarizes each of the programs listed by the responding colleges and universities. Because many faculty members and administrators have asked directly about global studies programs on other campuses, such a summary should provide both information about programs

and should facilitate direct communication among interested faculty. This overview, too, can serve to suggest models for further institutional involvement, should such an expansion be contemplated. These program summaries also will provide outlines of the general kinds of global studies involvement available at the post secondary level, as well as provide information on specific programs at specific institutions, for secondary school students who are searching for colleges or universities in which they can pursue their academic interest in development education.

Program Description: What follows, then, is the listing of programs supplied by reporting institutions from the nine state area and the four universities in other parts of the country. The Management Institute is aware of a number of additional international education programs in colleges and universities within this geographic area, but since we did not receive the requested detailed information they unfortunately could not be included in the survey. The programs have been grouped by general category, and as much detailed information as possible about each has been given.

I. Graduate Programs

1. Columbia University, New York, N.Y. 10027. World Resources Institute, Dr. Kempton Webb, Department of Geography, Director. The chief focus of this institute is to analyze and understand, from the social science rather than from the technical perspective, the unfolding problems of world resources management. This is done within the framework of the unprecedented conditions now existing in the world, their changing definitions and significance, and how they relate to the future well being of mankind, of nations, and of the total world environment. The Institute serves as an "umbrella" under which clusters of topical or interdisciplinary interest courses can be logically grouped for mutual interaction -- energy cluster, food-nutrition cluster, materials supply cluster, human resource cluster. It also serves as an "academic broker" in coordinating and promoting resource studies in all parts of Columbia University. The programs leads to M.A. or Ph.D. degrees, or it may be taken on a non-degree (certificate) basis. The objective of the program is to train students for research in resource management, to train teachers to teach world resources, to train experts in world resource management, or to re-train individuals who find themselves inadequately equipped for increased responsibilities in the resources field.

2. Southern Illinois University, Edwardsville, Ill. 62025. Graduate Development Studies Program. This is an interdisciplinary graduate course series in development studies offered by the schools of Social Science, Business, Humanities, Education, and Science and Technology. It does not offer a degree, but rather it is designed to complement and strengthen graduate degree programs for students who plan careers in an international field by equipping them with the ability to apply their professional knowledge and skills to specific development problems in developing countries. Examples of courses within this concentration include: Perspective on Development Problems (team taught by an economist, a political scientist and a natural scientist, with supplementary lectures from the fields of anthropology, sociology, and education), Problems of Development Economics, Problems of Development Administration, Anthropolitical Problems of Development and Cultural Anthropology, Political Dynamics of Development, Education Problems of Development, language courses and Comparative Cultures of Developing Countries. In addition, a major independent study project using problem solving techniques is required of each student.

Graduate Programs

3. University of Connecticut, Storrs, Conn. 06268. World Education Project, School of Education, Dr. Frank Stone, Director. The purpose of this project is to deepen cross-cultural understanding among Connecticut's ethnic communities, and encourages both students and teachers to consider problems and strategies of development in Latin America, Asia, Africa, and the Middle East. It focuses attention on systems of world interrelationships in the areas of economics and environment, human justice, and the management of social conflict. Students choose from such courses as Worldminded Teaching, Education and the Urban Community, Anthropological Perspectives on Education, or Educational Futuristics, and instruction includes lectures, wide reading, discussions, and field trips to various ethnic communities in Connecticut.

II. Combined Graduate and Undergraduate Degree Program

1. Clark University, Worcester, Mass. 01610. AB/AM Program in International Development, Professor Leonard Berry, Director. This program offers choices from a single course to a full AB or AM degree.It has been designed to provide students with a sound academic understanding of the issues involved in International Development, (including a mastery of basic skills in foreign language, statistics, and computer programming), to help students acquire practical experience related to these issues, to acquaint students with the variety of careers available in the three areas of international development--Development Management, Development Planning, and Development Education--, and to initiate advance study and research in particular development problems. Specific courses include: social science methodologies (taken in the departments of sociology, government, or geography); economic development (study of major economic problems of developing countries and learning the skills to enable reading of economic and technical reports); statistics, computer programming, Issues of Development, Seminar in Autobiography (to understand the process of change in the context of history), and Philosophy of Development. An independent project and an internship experience are also required for the AB/AM degree.

III. Undergraduate Degree Programs

1. Russell Sage College. Troy, New York 12180. International Studies Major. This is an international studies program designed to supplement the offerings of the basic disciplines. It provides a vehicle for interdepartmental cooperation and offers a multi-disciplinary curriculum with a focus on one specific academic area. Students select courses from a core list which includes Cultural Anthropology, Social Philosophy, Comparative Economic Systems, International Trade and Finance, International Relations. Specified courses from a number of other departments, as well as foreign language (two courses beyond the intermediate level) and an overseas semester are also provided. Majors concentrate in one academic discipline, taking courses from other departments which have international and intercultural themes and directions. An example of such a course, this one within the Political Science Department, is International Relations, a study of the nature and function of international law, diplomacy, power politics, and international organizations, with special emphasis upon their world-wide operation since 1945.

2. College of the Atlantic, Bar Harbor, Maine 04609. This relatively new college (founded in 1972) offers a liberal education which is broadly based but is focused on a central interdisciplinary theme: the Study of Human Ecology. The course is concerned with a broad range of issues, stressing the interrelationship and interdependence of man and his environment. Courses within this program include Introduction to Environmental Studies, Humans in Nature: Elements of Social Order, Economic Anthropology, Strategies for Social Change, etc.

3. Rutgers University, New Brunswick, N.J. 08902. Cook College; International Environmental Studies Program, BA or BS degree, Professor Baruch Boxer, Director. This curriculum has been developed to provide an understanding of the nature and scope of international environmental issues through:

a) exploration of regional and national differences in the availability, production, and uses of natural resources

b) study of the interdependence of nations and regions with respect to physical, biological and social phenomena

c) comparative analysis of cultural variation in the identification of and response to environmental stress

Undergraduate Degree Programs

d) study of alternative strategies in environmental management

e) consideration of the ethical and moral components of global environmental issues

f) study of the functions and roles of transnational corporations and national and international agencies in dealing with inter-nation environmental problems.

Courses to meet these objectives are available within any one of four options: Human Health Option; Earth, Oceans and the Atmosphere Option; Agriculture and Food Option; or International Institutions and Law Option. Students are free to include courses from options outside of their own. Sample core course requirements include: Introduction to International Environmental Studies, Environmental Problems in Historical and Cross-cultural Perspective, Energy in World Perspective, Introduction to Population Issues, International Trade and Finance, and Introduction to International Relations. The program also sponsors activities for faculty, students, and the community at large which serve to foster awareness and understanding of environmental issues around the world, while the curriculum itself is designed to be of interest to students in a wide varicty of pre-professional or liberal arts programs.

4. Mt. Holyoke College, South Hadley, Mass. 01075. Mt. Holyoke does not offer a formal degree program in global studies but rather encourages its students who have an interest in this area to design an independent undergraduate major. Courses suitable for a self designed global studies major appear predominately in the departments of political science, anthropology and geography. Also recommended to round out the degree program are courses in Near Eastern Studies, Western European Studies, Slavic Studies, Latin American Studies, Asian Studies and Environmental Studies within the Connecticut Valley five college consortium (University of Massachusetts, Amherst, Smith, Hampshire, and Mt. Holyoke) to round out the degree (or non-degree) program. Students who are interested in concentrating in this field are also urged to consider internship programs in such organizations as CARE or WHO either during the summer or during an academic semester. Specific courses for this program which are offered at Mt. Holyoke include: International Relations of the Third World; Caribbean Political Systems; Anthropology of Development; Man, Space, and Environment; Regional Planning and Development; Population and World Food Supply; International Politics and the Human Environment.

IV. Undergraduate Departmental Programs

1. Colgate University, Hamilton, N.Y. 13346. Peace Studies Program, Professor Allan Geyer, Director. Colgate offers an undergraduate concentration in Peace Studies both for students who want to concentrate in this field, and for students with a "vocational commitment to peace", whether through government, politics, international service, education, law, business, religion or some other field. This concentration includes courses from University Studies and the departments of Economics, History, Political Science, Geography, Social Relations, Psychology, Philosophy, and Religion, as well as thirteen specific "prime" courses in peace, conflict resolution, foreign policy, ethics, religion, and communication, which form the core of the program.

2. University of Vermont, Burlington, Vermont 05401. College of Education and Social Services, Center for World Education, Dr. David Shiman and Dr. David Conrad, Co-Directors. The goals of this Center are:

a) To serve as a clearinghouse for students and teachers eager to learn more about global issues. The center will direct students to relevant offerings, interested faculty,and available materials at the University

b) To offer assistance to future and present teachers in the selection and development of curriculum materials and instructional methodologies so that they can effectively implement programs in the public schools. This will include workshops, courses,newsletters and consultantships

c) To gather and make available journals, simulation, games, books, pamphlets, filmstrips, etc. that will help teachers achieve the declared goals of the Center

d) To develop links with similarly concerned institutions and individuals at the University and elsewhere for the purposes of sharing materials and ideas

e) To advocate the Center's goals and promote open discussion of the issues in both the university and the community.

For global studies courses, the center recommends that students turn to the Department of Geology and the Center for International Studies.

Undergraduate Departmental Program

The Center itself also offers courses in the international area. The Workshop in Curriculum: Teaching for Global Awareness, which is designed to increase student awareness and understanding of major global problems and to help students develop effective approaches for dealing with these problems, is one example of such a course.

V. General Education Programs

1. Georgetown University, School of Foreign Service, Washington, D.C. 20007. Improvement of Undergraduate Study of International Interdependence, Dr. Peter Krogh, Project Director. This project is divided into four activities: a lecture series (sixteen lectures) for freshmen, a faculty development seminar, an applied study workshop for upperclassmen, and the revision and development of several key courses in the school's curriculum. The lecture series, although specifically designed for the freshman class, is open to all members of the School of Foreign Service. During the first year, the faculty seminar series was attended by faculty members from the departments of economics, history, and government who teach courses particularly susceptible to an interdependent perspective. The workshop for upperclassmen centered around the interdependence of the Atlantic area, and the four new courses which were included in the curriculum were: Science and Technology; Transnational Relations; International Security Affairs; and International Organizations. Preliminary evaluation indicated the first year of the program was clearly meeting its objectives.

2. Indiana State University, Terre Haute, Indiana 47809. Experimental World Studies General Education Program, Dr. Dean Myers, Director. This five semester program, designed to meet part of the University's general education requirements, is intended to introduce the student to the emerging "global society". The program is interdisciplinary including participation by departments of Anthropology, Economics, History, Humanities, Political Science, and the Social Science Education Center. While most of the courses are developed, staffed, and taught within each separate department, a central interdisciplinary committee coordinates the overall program. Topics studied include: Historical Development of Our Social, Political, and Economic Institutions; Man's Creative Development; Concepts of a Global Society (political, economic, and developmental); and an Interdisciplinary Inquiry Into the Prospects and Problems of the Future Development of a Global Society.

General Education Programs

3. The University of Iowa, Iowa City, Iowa 52242. World Order Studies Program. This program, which includes approximately sixty possible courses in a number of university departments, provides an intellectually challenging opportunity to learn about significant global problems no adequately or thoroughly covered by any one department or college. Available to all students, it is particularly designed for undergraduates who wish to use it as a minor to a traditional degree program or as a major concentration for a Bachelor of General Studies degree. This program concentrates on six categories of global cocern: war prevention, human rights, economic welfare, ecological stability, values clarification and futurism. The basic courses include: Global Interdependence and Human Survival, Introduction to World Politics, World Order and Conflicting Values, Probable World Futures, Introduction to International Law, Politics of War and Peace, Human Rights, Introduction to Global Poverty, and Introduction to Global Environment.

4. Western Kentucky University, Bowling Green, Ky. 42101. International Dimension Program. This program has three principal objectives:

a) To stimulate innovative efforts in current courses which have an international perspective and to encourage a wide range of departments to infuse other existing general education courses with an international perspective.

b) To provide students witha series of general education courses with an international flavor which can be taken as part of their basic core of general education requirements.

c) To provide faculty enrichment programs to assist faculty in instructional technique, and professional and curricular development in their subject matter areas in relation to an international perspective.

These objectives are being met by thorough university-wide evaluation of present offerings, by the designing and teaching of at least one internationally oriented course within each department, by the establishment of an enrichment seminar for participating faculty, and by an invitation to four internationalists to be "in residence" for part of the academic year.

General Education Programs

5. University of Massachusetts, Amherst, Mass. 01002. Global Survival Freshman Year Program, Dr. Stephen Guild, Director. This is a year long program offered at the freshman level with students selecting it during summer registration prior to the fall term. Selected objectives of the Program are:

a) To strengthen international understanding and awareness of international issues

b) To promote sensitivity in awareness of issues broader than regional or local

c) To develop increased awareness of the complexity and depth of problems

d) To stress alternative ways of dealing with problems;

e) To strengthen awareness of interconnectedness between disciplines.

The program is interdisciplinary and problem centered, focusing on areas of world concern such as population, availability and distribution of resources, environmental deterioration, etc. It includes a series of introductory lectures about global survival (Population: A Case Study; Food and Food Supply; Alternate Energy Sources; The State of our Global Environment; etc.), six hours a semester of six weeks long modules offered by a wide number of lecturers from many different departments within the social and behavioral sciences, the humanities, and the natural sciences (Global Consciousness; Cross-Cultural Understanding; The Third World: Its Determination to Survive; Public Policy and Global Survival Issues; etc.), and the possibility of independent study for part of the second semester.

6. Millersville State College, Millersville, Penna. 17551. American Problems in an Interdependent World. This is a one semester offering within the General Education Program consisting of four integrated courses relating to aspects of the United States national and international life. These courses are: philosophy (Search for a Useable Future); geography (Population Growth and Resources); economics (Global Development Issues); and sociology and anthropology (Societal and Global Problems of Modernization, Industrialization, and Change in Relation to Individual Cultural Groups). Added to these four courses is an extensive program of field experiences and guest speakers.

General Education Programs

A second one semester program is offered under the title "Crisis: The Gathering Gloom". Topics considered in this program include the population explosion, eco-catastrophe, metromania, environmental economics, search for a useable future, the national defense syndrome, racial crisis in Western civilization, and a general summing up under the heading, The Search for a Quality of Life.

7. Lehigh University, Bethlehem, Penna. 18015. Development of Transnational Dimensions of International Studies, Professor Zdenek J. Slouka, Project Director. The major objectives of this program are:

a) To redesign the undergraduate curriculum in international relations by introducing at least ten new courses with transnational perspectives and multi-disciplinary approaches

b) To expand the membership of an International Relations Club and intensify its work as an agency to inventory the existing institutional and community resources for international and foreign area studies

c) To improve the capability for the training of secondary school teachers in the fields with international and foreign area content

d) To infuse--through all these activities--a large measure of international perspectives into the academic community of Lehigh University and its environment.

While most of the new courses will be offered at the freshman and sophomore level, the total thrust of the program is to increase international awareness and knowledge on a university wide basis. The program is designed to utilize an existing momentum in international studies at Lehigh and to lead to greatly improved educational approaches in the upper division years. A sampling of the new courses which have been added to the curriculum include: Science, Technology, and International Relations; Transnational Relations and World Politics, Ideology in World Affairs; International Policy Making; Multinational Corporations as an International Actor; and Alternative World Futures.

VI. Single Undergraduate Courses

These courses are listed just as they were sent to us by the reporting college or university.

1. Middlebury College, Middlebury, Vt. 05753. Ethical Strategies for a Global Community, Department of Political Science, Professor David Rosenberg. A study of the history of the nations state and the need now for the world to shift its perspective to see the globe as a single, interdependent unit. Global community is examined at three levels of analysis: the environmental, the social, and the individual. At each level the ethical alternatives or strategies for a global community are examined.

2. Harvard University, Cambridge, Mass. 02139. International Politics: Communication and Change, Dr. Karl Deutsch. This course discusses basic principles of international relations from the viewpoint of communication and control, with emphasis on political and social change. Special attention is given to problems of nationalism and world government, the breakdown of empires, the partial persistence of neocolonial relationships, the forming of new nation states and larger federations, and the impact of new technology on problems of war and peace.

3. Bucknell University, Lewisburg, Penna. 17837.

a) World Issues: Food and Hunger, Department of Political Science, Dr. Harry Blair. A course designed to examine both the long and short term consequences of the current world food crisis and the dimensions of this crisis including factors of technology, politics, economics, climatology, demography, and nutrition.

b) Modernization and Political Change, Department of Political Science. The structure and functions of the political system, as exemplified by developing nations throughout the world, are studied. Special emphasis is placed on the building of viable nations and the process of modernization.

4. Rutgers University, New Brunswick, N.J. 08903, Livingston College. Contemporary International Development, Department of Sociology, Professor Irving Louis Horowitz. This course studies the third world: feudal, private and social economic sectors; ruralism-urbanism; classes and races in struggle; industrialization and modernization; masses and elites, etc.

Single Undergraduate Courses

5. Goucher College, Towson, Md. 21204.

a) 2000 +. The time, space, factor matrix of international relations in a framework of future alternatives for humanity. Materials range from science fiction through Delphi and cross-impact technological forecasting. Individual and group research; field observations.

b) Trispatial Law. The development and impacts of law in spatial dimensions as it concerns terrestrial environment, populations, and their changing natures and relationships. Particular attention to the oceans, the land, and subterranean areas, and to air and outer space.

c) Global Ecology I and II. Communications and demographic problems (I), and Environmental and security problems (II). These seminars are for analysis and evaluation of interrelated global problems.

6. Rensselaer Polytechnic Institute, Troy, New York 12181. Limits to Growth and World Order, Department of History and Political Science, Professor Dennis Livingston. Implications of a finite planet for projections of alternative world futures and vice versa.

7. Skidmore College, Saratoga Springs, N.Y. 12866.

a) Revolution and Politics in Asia, Dr. Steven Hoffman

b) Principals of International Politics, Dr. Mary Ellen Fischer

c) Contemporary Political Ideologies, Mr. Thomas Sweeney

These three courses are given in the department of Political Science.

8. St. Mary's College of Maryland, St. Mary's City, Md. 20686.

a) World Civilization, Dr. Dana Greene. This course treats the interconnectiveness and interrelatedness of various societies from early times.

b) Contemporary World, Dr. Hampton Davey, et. al. A study of the interrelationships in the contemporary world.

Single Undergraduate Courses

Both these courses are taught within the Division of Social Science.

9. University of Hartford, West Hartford, Conn. 06117.

a) Geography and Human Activities

b) World Regional Geography

Both these courses are within the Geography Department and are taught by Dr. Harry L. Siebert. They utilize the systems analysis approach to describe the interrelationship of human resources to natural resources, and problems are dealt with on a global scale.

VII. Consortia

1. ACUIIS (Association of Colleges and Universities for International-Intercultural Studies, Inc., P.O. Box 871, Nashville, Tenn. 37202). This organization acts as a facilitating agent through which its 35 member colleges cooperate in establishing on the local campus and in inter-institutional relationships, international-intercultural dimensions within the total educational programs. This consortium also develops international educational experiences for both faculty and students of member colleges.

2. Consortium for Strengthening Inter-cultural Understanding (Dr. M. L. Wilson, Albany State College, Albany, Ga. 31705). Five predominately black colleges (Albany State College, Alabama State College, Bowie State College, Fort Valley State College, and Norfolk State College) sponsor this consortium to develop cooperative programs designed to strengthen the intercultural-international dimensions of their institutions and of elementary and secondary educators in their communities. Included among the programs is the sponsorship of an Ethnic Heritage Seminar in Ghana and in-service activities having to do with intercultural and international concerns (consultations with teacher trainees and curriculum specialists, organization of workshops, development of teaching modules, and sharing of faculty and materials).

3. MUCIA (Mid-west Universities Consortium for International Activities, Inc.,) 200 Center for International Programs, Michigan State University, East Lansing, Mich. 48823.

Consortia

This consortium is made up of five major mid-western universities: University of Illinois, Indiana University, Michigan State University, University of Minnesota, and University of Wisconsin. Its purposes are to build and sustain enduring academic linkages with universities and research institutes abroad, to provide more effective international technical cooperation, and to strengthen the international dimensions on the member university's home campus.